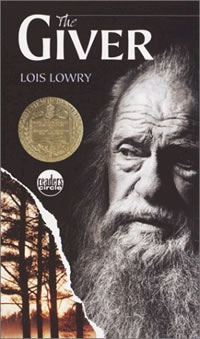
*The Giver*

by Lois Lowry



Read Aloud and Book-Club Modeling

Student Packet

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period:\_\_\_\_\_\_\_\_

We will be doing a read aloud with the novel “The Giver” by Lois Lowry and I will be modeling how to analyze the relationships among character, setting, and plot *(what you will later be doing on your own in your student book clubs).*

We will also explore the concepts of foreshadowing, learn how to dialogue with a partner, and build awareness of inferences. I will stop periodically throughout the read aloud to have you talk with your partners about the story. Feel free to jot down notes and ideas in your student packet regarding each chapter *(this will greatly help you when you write your final paper).*

I expect every student to assume responsibility for their own thinking and to actively engage in this process!

If you are not reading along in class or participating in discussions, you might be asked, in addition to answering the questions in class and taking notes, **to write a one paragraph summary of the chapters we discussed/read**. Be sure to include a topic sentence which explains the “big idea” of the chapters we read, as well as supporting details from the story.

Chapter One

* What has happened in the first four pages of the novel? What might happen next?
* Who are the characters in the story so far?
* Who do you think is the main character in the story? Why?
* What have you found out about Jonas’s world? What did you hear that supports your thinking?
* How does Jonas feel about the fact that it is almost December? What did you hear that makes you think that?

Chapter Two

**The author does not tell us directly what will happen to Jonas, but by using *foreshadowing*, the author hints at what might happen later in the story. Authors use *foreshadowing* to help the reader anticipate future events before they happen and to set the mood for the story.** Be sure to listen to other examples of *foreshadowing* as we continue reading.

* How would you describe this community? What clues in the passage make you think that?
* What do you now know about Jonas’s family and community?
* What more did you find out about the setting of this story? What did you hear that makes you think that?

**You are making inferences from various clues in the story. When a reader uses clues to figure out something that is not stated directly, the reader is inferring, or making an inference.**

Complete the following inference chart about **Jonas:**

|  |  |
| --- | --- |
| **From the text…** | **What I conclude…** |
| *Example:* “He was fascinated. It didn’t seem a terribly important rule, but the fact that his father had broken a rule at all awed him.” | *Example:* Jonas always follows rules and expects others to as well |
|  |  |
|  |  |

* What do you infer about the character of Jonas so far?

Chapter Three and Four

* What more did you infer about the setting? What clues helped you make those inferences?
* What did we find out about what it means to be released?
* What do you think it would feel like to be a member of this community? Do the characters seem to feel that way? Why or why not?
* What other connections do you notice between this setting and the way the characters act?

Chapter Five and Six

**In the early chapters of this novel, Lois Lowry has Jonas often think back to previous events to provide the reader with background information about the story. When the authors go back in time from the main story line, that’s a flashback. Flashbacks are often descriptions of a character’s memories.**

* Why was Jonas’s father concerned about Gabriel? What would happen to Gabriel if he were released?
* What do members of the community have to do in order to fit in? What do they have to give up in order to fit in?

Chapter Seven and Eight

* What more did you learn about the setting of this story?
* Something significant happens to Jonas at this point in the story. What do we know about that?
* What did we learn about the Community from the flashback about Asher and the word smack/snack?
* Why did the Committee select Jonas as the next Receiver of Memory?
* What examples of foreshadowing are in these chapters?

Chapter Nine

* *“’We don’t know,’ his father said uncomfortably. ‘We never saw her again.’”* What question about the story could you ask right now?
* *“But he would have no way of knowing if the answer he received was true.”*

What question about the story could you ask right now?

Chapter Ten

* *“In his mind, Jonas had questions. A thousand. A* million *questions. As many questions as there were books lining the walls.”*

What question about the story could you ask right now?

* *“I am going to transmit the memory of snow’, the old man said, and placed his hands on Jonas’s bare back.’”*

What question about the story could you ask right now?

* What more do you learn in this chapter about the setting of the story?
* What do you think it means that all the books are with the old man?

**You are making inferences about the significance of the books in the setting, both the lack of them in the community and the abundance of them in the old man’s dwelling.**

Chapter Eleven and Twelve

* How has the “Sameness” in this world affected Jonas and the other characters in the story?
* What are some examples of “Sameness” from the story, where citizens are forced to give up individual choices or personal freedom?

Chapter Thirteen

* What happened in the community that made the people feel that they needed a Receiver of Memory?
* *“He wondered what lay in the far distance where he had never gone. The land didn’t* end *beyond those nearby communities. Were there* hills *Elsewhere? Were there vast wind-torn areas like the place he had seen in memory, the place where the elephant died?”*  What might this passage foreshadow?
* What did you imagine in your mind as you listened to the passage where Jonas sees the elephant?
* What words did you hear that gave you that image? What else did you hear/smell/taste/feel?

Chapter Fourteen and Fifteen

* What did you find out from these two chapters? Was that stated directly in the story, or did you infer from clues? What clues?
* *“They have never known pain, he thought. The realization made him feel desperately lonely, and he rubbed his throbbing leg. He eventually slept. Again and again he dreamed of the anguish and the isolation on the forsaken hill.”* Why might this realization make Jonas feel ‘desperately lonely?’
* Jonas wonders for the first time what happens to babies when they are ‘released’. What did you learn about the ‘release’ of babies and older people?

Chapter Sixteen and Seventeen

* From what you learned in these chapters, what was stated directly in the novel? What did you infer from clues? What clues?
* What happens to Jonas when he witnesses the children playing? Why does that make sense in the story?
* What changes are you noticing in Jonas? Why do you think he’s changing in that way?

Chapter Eighteen and Nineteen

* What did you visualize as you listened to these chapters?
* Jonas comes to understand something at this point that he didn’t know before. What does Jonas come to understand?

Chapter Twenty and Twenty-One

* What have Jonas and the Giver decided to do? Why do you think they’re doing it?
* What did the author tell us about “release” earlier in the story that makes this so shocking now?
* *“ ‘It’s bye-bye to you, Gabe, in the morning,” Father had said, in his sweet, sing-song voice.”* What’s unusual about the father’s behavior here?
* How has Jonas changed from the beginning of the story? What evidence did you hear that Jonas changed?

Chapter Twenty-Two and Twenty-Three

* How do you think the story might end? Why would that make sense for this story?
* What has happened to the memories Jonas had? What effect do you think this will have on his community?
* The author intentionally begins and ends the story in December. Why do you think that is? How is Jonas’s December different at the end, compared with the beginning?
* Where have we heard about the sled before?

**When an author intentionally repeats an image, the image comes to mean something in the story. This is symbolism.**

* What do you think the sled has come to symbolize, or mean, in the story? Why?